

NATIONAL CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION
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**PUBLIC SCHOOL SURVEY ON
EDUCATION REFORM**
FAST RESPONSE SURVEY SYSTEM

O.M.B. No.: 1850-0727
EXPIRATION DATE: 5/31/96

This survey is authorized by law (P.L. 103382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards.

Disability: An impairment that substantially limits one or more of the major life activities of individuals.

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

High standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

School-parent compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

SSI/USI: National Science Foundation's Statewide Systemic Initiatives and Urban Systemic Initiatives programs. For these programs, NSF has cooperative agreements with states and urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

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FRSS Form No. 54, 4/96

Please refer to definitions on the front cover.

Currently, there is discussion of the need to establish new high standards for student achievement both in the content that students are expected to learn (content standards) and in the level of performance that students are expected to achieve (performance standards, e.g., proficient, advanced, novice). Standards go beyond general expectations for student learning in that they are written, **may be externally developed**, and are to be applied uniformly by all teachers.

1. To what extent does your school use content standards to guide curriculum and instruction...

	Not at all	Small extent	Moderate extent	Great extent
a. In reading/language arts	1	2	3	4
b. In mathematics.....	1	2	3	4
c. In science	1	2	3	4
d. In history/social studies	1	2	3	4

2. To what extent have the content standards for any subjects in your school changed in the last three years?

No change..... 1 Small extent..... 2 Moderate extent.... 3 Great extent..... 4 No content standards..... 5

3. About what proportion of the staff in your school would you say are ready to set or apply new high standards of achievement for their students?

None..... 1 Some 2 Most..... 3 All 4

4. Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school. In column B, indicate the areas where information is most needed. For e1 and e2 check the "none enrolled" box if your school does not have those students.

Strategy to support comprehensive reform	A. Extent to which your school is implementing strategy				B. Information most needed (Check three)
	Not at all	Small extent	Moderate extent	Great extent	
a. A strategic plan for enabling all students to achieve to high levels of performance	1	2	3	4	_____
b. Professional development to enable staff to teach the content students are expected to learn.....	1	2	3	4	_____
c. Instruction materials such as textbooks that expose students to the content they are expected to learn	1	2	3	4	_____
d. Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1	2	3	4	_____
e. Adaptations so that all students are expected to achieve to high levels of performance, specifically:					
e1. Limited-English proficient students..... <input type="checkbox"/> None enrolled	1	2	3	4	_____
e2. Students with learning disabilities..... <input type="checkbox"/>	1	2	3	4	_____
f. Assessments that measure performance against the content students are expected to learn.....	1	2	3	4	_____
g. Assessments that are used for school accountability and continuous improvement.....	1	2	3	4	_____
h. Parent involvement activities that help parents work with their children to achieve to high levels of performance.....	1	2	3	4	_____
i. Restructuring the school day to teach content in more depth	1	2	3	4	_____

5. In which of the following ways does your school inform parents about the school's expectations for student learning?

	Yes	No
a. Parents are provided with an overview of the school curriculum	1	2
b. Parents are provided with an overview of content standards.....	1	2
c. Parents are provided with examples of successful student work.....	1	2
d. Parents are provided with information about the entire school's performance and progress in meeting academic expectations.....	1	2

6. To what extent are assessments that your school uses expressed in terms of students meeting various levels of performance standards (e.g., proficient, advanced, novice)?

Not at all 1 Small extent..... 2 Moderate extent..... 3 Great extent 4

7. Using the scale 0 to 5, where 0 is "None" and 5 is a "Great deal," indicate how much actual influence you think each group or person has on decisions concerning A) establishing curriculum in your school, B) developing content standards for your school, and C) developing student performance standards for your school.

A. Establishing curriculum	B. Developing content standards					C. Developing student performance standards					Great deal							
	Great deal				None	Great deal				None								
a. State department of education	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
b. Local school board.....	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
c. Local district administrators	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
d. Principals and teachers at the school.....	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5

8. How helpful have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 4?

	Not used	Not at all helpful	Somewhat helpful	Very helpful
a. Other principals.....	1	2	3	4
b. Professional principal associations	1	2	3	4
c. Teacher unions or organizations.....	1	2	3	4
d. Other administrators	1	2	3	4
e. School district.....	1	2	3	4
f. Intermediate or regional education agency	1	2	3	4
g. State department of education.....	1	2	3	4
h. U.S. Department of Education Regional Labs	1	2	3	4
i. U.S. Department of Education's ERIC	1	2	3	4
j. Other U.S. Department of Education offices or programs	1	2	3	4
k. National Science Foundation-funded initiatives (e.g., SSI, USI).....	1	2	3	4
l. National model content standards	1	2	3	4
m. State-developed content standards	1	2	3	4
n. Institutions of higher education	1	2	3	4
o. Professional journals.....	1	2	3	4
p. State- or district-sponsored education conferences.....	1	2	3	4
q. Institutes or workshops	1	2	3	4
r. Electronic networks/discussion groups	1	2	3	4
s. Media (e.g., newspapers, television).....	1	2	3	4
t. Other (specify) _____	1	2	3	4

9. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice; and 4 = 4th choice. If you do not have access to format "c" (electronic), circle "no access."

Rank

- a. Hard copy (e.g., journal articles, magazines)..... _____
- b. Workshops and summer institutes..... _____
- c. Electronic (e.g., e-mail, Internet, electronic bulletin boards, micro cards) _____ No access
- d. Other (specify) _____

10. What percent of the students in your school are eligible for the free or reduced-price lunch program? _____%

11. Did your school receive federal Title I funds in school year 1995-96?

- Yes..... 1
 No 2
 Don't know..... 3] (If "No" or "Don't know," skip to question 17)

12. Is your school eligible to operate a Title I schoolwide program?

- Yes..... 1 No..... 2 Don't know 3

13. Does your school plan to operate a Title I schoolwide program in school year 1996-97?

- Yes..... 1 No..... 2 Don't know 3

14. Was your school identified in school year 1995-96 as in need of improvement under Title I?

- Yes..... 1 No..... 2 Don't know 3

15. How is your school using Title I resources?

	Yes	No
a. To serve targeted children in a pull-out or in-class setting	1	2
b. To provide extended time learning opportunities for targeted children	1	2
c. To improve the entire educational enterprise through a schoolwide program	1	2
d. To provide summer learning opportunities.....	1	2

16. Recent federal legislation made changes to Title I that affect schools in a number of ways. For each item below, indicate:

In column A, the extent to which you are **familiar with** the Title I change.

If you are familiar with the change, in column B indicate the extent to which you feel it requires **changes** in your school.

Rate on a scale from 1 to 4, where 1 = not at all; 2 = small extent; 3 = moderate extent; 4 = great extent.

Title I change:	A. Familiar with Title I change				B. Changes in school required			
	1	2	3	4	1	2	3	4
a. Apply high state-approved standards to all students.....	1	2	3	4	1	2	3	4
b. More flexibility to identify students for services	1	2	3	4	1	2	3	4
c. Extend learning time	1	2	3	4	1	2	3	4
d. Minimize pull-out programs	1	2	3	4	1	2	3	4
e. Develop a parent involvement policy.....	1	2	3	4	1	2	3	4
f. Develop a school-parent compact.....	1	2	3	4	1	2	3	4
g. Assess student performance	1	2	3	4	1	2	3	4
h. Use student performance results for school accountability and continuous improvement.....	1	2	3	4	1	2	3	4

17. To what extent are the following items barriers to applying high standards to all students in your school?

	Not at all	Small extent	Moderate extent	Great extent
a. Inadequacy of guidance on what standards to use.....	1	2	3	4
b. Inadequacy of parent involvement	1	2	3	4
c. Inadequacy of professional development.....	1	2	3	4
d. Outdated textbooks	1	2	3	4
e. Outdated technology	1	2	3	4
f. High student mobility	1	2	3	4
g. Diversity of student populations	1	2	3	4
h. Language barriers	1	2	3	4
i. Teaching students who are at different levels.....	1	2	3	4
j. Assessments that do not measure what students can do	1	2	3	4
k. Other (<i>specify</i>)	1	2	3	4

18. Are you aware that schools can request waivers of statutory and regulatory requirements in federal elementary and secondary education programs?

- Yes..... 1 No..... 2